



COMPLIANCE & QUALITY MONITORING PROTOCOL GUIDE FOR COORDINATORS & TEAM MEMBERS

(Annual Site Visit Review and School Quality Review)

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Compliance and Quality Monitoring Protocol

Overview

Compliance and Quality monitoring is a process for collecting and reviewing information across and throughout the years of the charter to be used by MCPSC to determine if the charter will be renewed, placed on probation, or closed. While information collected and reviewed at each level within the Protocol will lead to decisions about renewal, it is important to know that accountability decisions may be required prior to renewal processes if evidence points to deficits in the school's performance. These decisions may include required corrective action, probation, or revocation.

The Protocol is established to provide useful information around compliance and quality, so stakeholders know what to expect and how to be prepared. Monitoring is not intended to provide technical assistance or other advice to the school. The Protocol is designed to be a resource for charter school leadership, including school-based leadership and board members, to understand the design of the compliance and quality monitoring protocol and the key priorities within it. While it explains multi-level monitoring processes, roles and responsibilities of all parties, and expected outcomes, it also sets a path forward to quality. It is the intention that the insights reported will be thoroughly reviewed by school leadership as part of the school improvement process.

Monitoring Team Code of Conduct

All team members engaged in the Compliance and Quality monitoring are guided in its work by a Code of Conduct. Adherence to the Code of Conduct improves the experience and quality of the monitoring outputs by creating a frank, professional tone in which the team and the school may discuss key strengths and opportunities for improvement. It is the responsibility of the Coordinator to hold team members accountable to the Code of Conduct.

Code of Conduct for Team Members

1. Carry out work with integrity.
 - Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
 - Allay anxiety through mutual respect and valuing opinions.
 - Focus attention and questions on topics that will reveal how well students are learning and attributes of the school culture.
 - Assure information is not attributable to any specific person.
2. Act in the best interests of students and staff.
 - Do not put students or staff in a position where they may have conflicting loyalties.
 - Emphasize that student success is at the center of the review.
 - Whenever possible, work to others' convenience.
 - Be supportive and enabling.
 - Under no circumstances, criticize the work of a teacher or anyone else involved with the school.

- Although interviews and focus groups are not confidential, they are not attributable. Any information reported to the monitoring team will remain anonymous in both oral and written reports.
 - Listen with curiosity and without bias.
3. Be objective. All report data must be based on evidence, not opinion.
 - An individual's perception can be evidence, especially if supported by others' observations.
 - Reported areas of opportunity must be robust, fully supported by evidence, defensible, and must inform key questions.
 - Reported areas of opportunity must be reliable in that others would likely make the same conclusion from the same evidence.
 - Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies, as well, to monitoring team members' evidence.
 - Discussion with staff and site visit team members is part of the process to create a fair and secure evidence base on which feedback is developed.
 4. Maintain professionalism during school site visits.
 - Always remember that team members are guests in the school community. Conduct yourself with humility and professionalism.
 - Treat all students, staff, and stakeholders with respect, regardless of role or perspective.
 - Never be alone with a student. All interactions should occur in observable or public settings.
 - During classroom observations, be as unobtrusive as possible to minimize disruption to teaching and learning.
 - Avoid interrupting classroom instruction unless explicitly invited by the teacher or site coordinator.
 - Refrain from engaging in side conversations or using electronic devices during active classroom time.
 - Be mindful of tone and body language; avoid behaviors that could be perceived as judgmental or dismissive.

Adapted from the Massachusetts Charter School Office Site Visit Protocol and the OFSTED Code of Conduct.

Criterion Driven Process

The Compliance and Quality Monitoring Protocol is built on a set of research-based criterion and indicators. Team members collect evidence through a variety of methods including document reviews, interviews, focus groups, and classroom observations to come to a summary of findings. While the team is required to address the protocol standards and base all findings on evidence, the process is not mechanical and requires professional judgement by each team member. Findings are inclusive of both strengths and opportunities. All reported findings and assignment of ratings must be calibrated across the team. Discrepancies in ratings or evidence must be discussed with individual team members to reach a resolution. Ratings must be supported by specific and aligned feedback.

The Compliance and Quality Monitoring Protocol (Protocol) is focused on five domains:

- Instruction
- Students' Opportunities to Learn
- Educators' Learning Supports
- Organizational Effectiveness and Sustainability
- Faithfulness to Charter

The Protocol consists of three primary monitoring processes with an intervention option to be used at the discretion of the Commission. Each monitoring process varies in focus, depth, and timing based on the years of operation, previous and current performance of a school, and/or any specific conditions of an individual school. The four monitoring processes are described in the chart below. More specific information about each review can be found in the sections that follow.

	Annual Compliance Review	Site Visit Review	School Quality Review	Intervention*
Document Review	✓	✓	✓	✓
Informal School Visit	✓			
Full Day School Visit		✓		✓
Multi-Day School Visit			✓	✓
Focus Groups		✓	✓	✓
Interviews		✓	✓	✓
Classroom Observation			✓	✓

*Note: Intervention visits are adaptive and may look different per school.

Monitoring Activities

Annual Compliance Review

The Annual Compliance Review is an audit which primarily includes the review of documentation provided via an online submission system along with an informal site visit. This review is primarily checklist driven.

Site Visit Review

The Site Visit focuses on gathering knowledge around what individuals at the school and board level know and experience. The data gathered is primarily qualitative and reflective of varied groups of individuals.

School Quality Review

The School Quality Review focuses on assessment of effectiveness of implementation around each domain. This process seeks to identify demonstrated evidence of described activities, rooted in key performance indicators tied to each domain.

Intervention

Intervention is prompted to address new concerns, follow-up on previous findings, or any activity that prompts adaptation from the performance monitoring protocol timeline. When prompted, the details of the visit will be clearly articulated to the school for adequate preparation.

Monitoring Schedule by Tier

Timing for monitoring is reflected below. This is aligned with [Policy 3.01 Performance Based Oversight](#). The Commission reserves the right to require additional site visits or reporting within the course of a year if circumstances dictate such necessity regardless of the tier. (refer to page 18 Intervention Visit for more information). Some site visits may be done virtually at the discretion of MCPSC staff.

Tier 1

Schools in this tier are performing at or above the state average on the Missouri MAP assessments for like student groups and receive “meets” in each category of the Commission’s annual report.

10-year

	Annual Compliance Review	Site Visit Review	School Quality Review
Year 1	✓		
Year 2	✓		
Year 3	✓	✓	
Year 4	✓		
Year 5	✓		
Year 6	✓	✓	
Year 7	✓		
Year 8	✓		
Year 9	✓		✓
Year 10	✓		

5-year

	Annual Compliance Review	Site Visit Review	School Quality Review
Year 1	✓		
Year 2	✓	✓	
Year 3	✓		
Year 4	✓		✓
Year 5	✓		

Tier 2

Schools in this tier receive “meet” in each category of the annual report but are not yet performing at a state average on the Missouri MAP assessment in ELA and Math for like student groups or receive “meet” in academic and have no more than one category of the annual report rated “partially meets or does not meet.”

	Annual Compliance Review	Site Visit Review	School Quality Review
Year 1	✓	✓	
Year 2	✓		
Year 3	✓	✓	
Year 4	✓		✓
Year 5	✓		

Tier 3

Schools in this tier are within year one and two of their first contract with the Commission, have more than one category on the annual report rated “partially meets or does not meet” and have no categories rated “falls far below.”

	Annual Compliance Review	Site Visit Review	School Quality Review
Year 1	✓	✓	
Year 2	✓	✓	
Year 3	✓	✓	
Year 4	✓		✓
Year 5	✓	✓	

Tier 4

Schools in this tier have one or more categories on the annual report rated “falls far below” or have been identified for formal intervention by the Commission. This could include a letter of concern, “Breach of Contract” or probation, as defined in Policy 3.02 Intervention.

	Annual Compliance Review	Site Visit Review	School Quality Review
Year 1	✓	✓	
Year 2	✓	✓	
Year 3	✓	✓	
Year 4	✓	✓	✓
Year 5	✓	✓	

Lead Roles

Coordinator

For each process of the Protocol, a Coordinator role will be identified by MCPSC. The Coordinator may be a staff member of MCPSC or designee. This role is generally responsible for the coordination of the Protocol activity and oversight of visits and final reports.

School Point of Contact

For each process of the Protocol, a school-based Point of Contact role will be identified by the Board or school leader. This role is generally responsible for the coordination of the Protocol activity and delivery of all requested documents, schedules, and other requests related to the Protocol.

Annual Compliance Review Overview

Background

The Annual Compliance Review is a validation of compliance that includes the review of documentation provided via an online submission system along with a short site visit. This review is primarily checklist driven. A link to the checklist can be found in the resources & template section of this document.

Structure

Required documents will be collected throughout the school year via the online submission system. An anticipated schedule is provided at the start of the year, with various deadlines scheduled throughout the school year. All documents and timing for collection will align to state and federal compliance standards. If a school visit is included as part of the compliance review, MCPSC will contact the school to discuss expectations two weeks prior to the planned visit. School visits, generally no longer than two hours, may be conducted at any time throughout the year. The visit may include general observations of the school day such as arrival, dismissal, passing periods, lunch, etc. Additionally, team members may observe one or more board meetings throughout the year.

Monitoring Team

The Annual Compliance Review is typically led and conducted by a member of the MCPSC team. At times, MCPSC may designate a contracted service to conduct all or part of a compliance review.

Report Format

The completed checklist will serve as the report for this visit. Additionally, findings will be reflected in the Annual Report as specified by the Performance Framework. The Annual Report will be provided to the board and published on the MCPSC webpage annually. Any findings of non-compliance will be shared with the school leader and board within one week of the visit.

Intervention

Any information prompting intervention will be communicated with the school. A detailed outline of next steps related to intervention will be provided to the school verbally and in writing.

Monitoring Team Lead Coordinator (Coordinator) Expectations

- Review regularly submitted documents and provide any additional document requests that may be prompted (see document collection below),
- Serve as the school's main point of contact as questions arise throughout the process
- At least two weeks prior to the planned visit, the Coordinator will connect with the school to discuss expectations for the visit, areas of concentration, key team members to be engaged, and timing of the visit,
- Work with the team to identify a time that is most convenient for the individuals engaged at the school and seek to identify a day conducive to observation for the areas of focus.

The coordinator can expect that the school's point of contact (POC) will:

- serve as the liaison between MCPSC staff and the school community,
- provide additional information if requested while team is onsite,
- coordinate access to key school staff members that are needed for review,
- identify a time that is most convenient for the individuals engaged,
- ensure the full report details are reviewed with the Board and that a plan of action is developed for each area that is less than "Meets".

Description of Key Activities

Document Collection

The coordinator is responsible for reviewing regularly submitted documents and determining if any additional documents are necessary to complete the Compliance Review. Any documents that are not part of MCPSC's regular document collection will be scheduled in an online platform to be determined by the MCPSC. A school will be given a minimum window of 30 days for submission of all required documentation.

Informal Discussions

At any time throughout the year, monitoring team members may engage in informal discussions with board members, school leadership, and other members of the team leading key areas of compliance. These informal discussions will be used only as reference and not be compiled in a final report.

Annual Compliance Review Visit

At any time throughout the year, the Coordinator may request a compliance review visit. This visit will be no longer than two hours. All priorities of the visit will be discussed with the school's POC. Priorities may include, but are not limited to, observation of arrival or dismissal, the recital of the Pledge of Allegiance, observation of a locked medicine cabinet, etc.

Required Templates

A compliance checklist can be found in the resources and template section of this document.

Site Visit Overview

Background

The Site Visit gathers information about the school around the five domains: fidelity to charter, capacity of management, capacity of governance, and alignment in the organization and with external partners. This information is gathered through a series of focus groups and interviews with all school stakeholders and in part is used to validate information gathered via document and data reviews. The data gathered is primarily qualitative and reflective of varied groups of individuals with no classroom observations included.

Monitoring Team

The Site Visit team typically includes two to three members, which may consist of MCPSC staff and/or contracted consultants. A single point of contact will be designated for the school, Site Visit Coordinator (Coordinator)– this individual may be a member of MCPSC staff or a contracted consultant – and will serve as the primary liaison through the visit process.

Structure

Site visits generally take place late September to early December and late February to early April and will be conducted over the course of a day or two, depending on the size of the school. MCPSC will work with the school to determine the best day(s) for the visit. Proposed days should be normal school days (i.e. no schoolwide testing, field trips, or other events outside of the normal academic program conducted on the day(s) of the visit). Once the date has been confirmed, MCPSC considers it finalized, barring an emergency. Should an emergency arise, the school is responsible for contacting MCPSC immediately to discuss rescheduling.

The Site Visit Coordinator will contact the school to introduce school leadership to this protocol, including a list of required documents due, no less than 14 days prior to the visit. Upon receipt of the organizational chart, the Site Visit Coordinator will create a list of interviewees and focus groups, including how much time is requested with each group or individual, and relay that information to the school's point of contact. Upon receipt of the draft schedule, the Site Visit Coordinator will confirm all target individuals and groups are included, timing is adequate, and participants meet the minimum expectations. The Site Visit Coordinator will work with the school point of contact to address any necessary changes before finalizing the schedule.

Report Format

Based on evidence provided to the team during interviews, focus groups, and document reviews, a report based on the criteria, and indicators in this Protocol will be written. Within four weeks after the visit, the draft report will be shared with the Executive Director (or related title) and the Board Chair for review. The school will have two weeks to review the draft report and offer any factual changes for consideration. Requested changes that are factual in nature will be made. Changes to language, findings, or other concerns will be considered but will be made at the discretion of MCPSC. Once the report is finalized, it will be sent to the Executive Director (or related title) and board members. Findings will be reflected in the Annual Report as specified by the Performance Framework. The final Site Visit report will be included in the school's annual report published on MCPSC's website as part of MCPSC's monitoring responsibilities. Any information obtained for the report and any conclusions reflected in the report may be used for future intervention at MCPSC's discretion.

Intervention

Any information prompting intervention will be communicated with the school within 10 days following the conclusion of the Site Visit. A detailed outline of next steps related to intervention will be provided to the school verbally and in writing.

Expectations of Site Visit Coordinator

MCPSC will determine a Lead Coordinator for the visit; this role may be filled by a MCPSC staff member or a contractor. The Coordinator will:

- communicate with the school to determine the site visit date(s),
- introduce school leadership to protocol,
- provide a list of required documents due no less than 14 days prior to the visit,
- using the school's organizational chart, create a list of interviewees and focus group types, including how much time is requested with each group or individual, and relay that information to the school's POC,
- upon receipt of the draft schedule, the coordinator will confirm all target individuals and groups are included, timing is adequate, and participants meet the minimum expectations and work with the POC to address any necessary changes before finalizing the schedule.

The coordinator can expect that the school's point of contact (POC) will:

- be knowledgeable of the school's schedule,
- be able to communicate quickly with various stakeholders,
- work with colleagues to resolve any scheduling issues,
- have the ability to facilitate the timely collection of documents ensuring accuracy and quality of each document provided
- ensure all relevant stakeholders are aware of the site visit and expectations for engagement.
- coordinate all timing for focus groups and interviews based on the availability of participants
- ensure the Email to Staff provided in the resources and template section of this document is shared with all staff,
- provide a space for the site visit team to gather, work, and collaborate privately and an adequate space for focus groups and,
- serve as contact to the team while on site to answer any questions or requests that may come up.

Description of Key Activities

Document Collection

All required documents will be scheduled in an online platform to be determined by the Coordinator. A school will be given a minimum window of 30 days for submission of all required documentation.

Focus Groups

Noting that charter schools often have different titles, roles, and structures, MCPSC Coordinator will work with each school to determine the necessary focus groups. It is the school's responsibility to gather a **representative group** from each category through an open invitation and to inform each participant of the time and place of the meeting. MCPSC expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. Focus group composition should ideally include 8–12 people, depending on the size of the school. The coordinator should use discretion and request changes to focus group participants if needed. Focus groups may be conducted virtually at the discretion of MCPSC. Oftentimes it is easier to conduct both the family and the board focus groups virtually. The chart below is solely an example of the types of focus groups that may be scheduled and related timing for each.

Focus Group Participants	Estimated Time
Director Level Staff	45 minutes
Teachers (Note: Multiple groups may be required based on grade levels served and the size of the school).	60 minutes
Students (Note: Multiple groups may be required based on grade levels served and the size of the school).	30 minutes
Families	45 minutes
Board Members	60 minutes

Interviews

Interviews may be conducted with individuals and/or all members of a specific group. Interviews may be conducted virtually at the discretion of MCPSC. The chart below is solely an example of the types of interviews that may be scheduled and related timing for each.

Interview Participants	Estimated Time
Executive Director/Superintendent	60 minutes
School Leaders/Principals	60 minutes
Deans and Assistant Principals	60 minutes
SPED and ELL Coordinators	45 minutes
Curriculum and/or Data Coordinators	45 minutes
CMO/EMO Staff	60 minutes

Site Visit Report

A compiled report based on evidence collected during the site visit activities is required. The reported evidence must address each domain with a summary of reported strengths and opportunities for improvement. The site visit report reflects what was reported and observed. Any notes falling outside of the specific domain that are relevant to the success of the school should be included in the final section.

Interview and Focus Group Notes

All interview and focus group notes taken must be provided upon request by MCPSC. Notes may be provided in raw form but clearly labeled to identify the contributing source. Under no circumstances should notes be shared directly with the school.

Required Templates & Resources

Site Visit Report Template

A template to guide the completion of the site visit report is included in the resources and template section of this document. Any deviation from this format must be approved by MCPSC.

Sample Schedule

A site visit will be the equivalent of one full day. In some cases, a schedule may be split across two days. The schedule below is a sample of how a one-day visit may be organized. Any interviews or focus groups determined to be virtual may be scheduled before or after the visit at the discretion of the Coordinator and MCPSC.

Time	Activity
7:45-8:00am	Site Visit Team Arrives
8:00-9:00am	Interview with School Leader(s)
9:00-10:00am	Interview with Deans and Assistant Principals
10:00-10:30am	Student Focus Group
10:30-11:15am	Interview with SPED and ELL Coordinators
11:15-12:00pm	Lunch on Campus
12:00-1:00pm	Teacher Focus Group
1:00-1:30pm	Interview with Director Level Staff
1:30-2:00pm	Focus Group with Director Level Staff
2:00-2:30pm	Interview with Curriculum and/or Data Coordinators
3:00-4:00pm	Family Focus Group
4:00-5:00pm	Board Member Focus Group

Interview and Focus Group Question Bank

A question bank included in the resources and template section of this document. Questions are organized by Domain in recognition of best practice strategies to collect information to address each criterion with the Domain. The coordinator may use professional judgement when identifying which questions to use and is not required to ask every question.

Summary of Key Assessment Data

Summary data for key assessments used to measure and inform student achievement must be provided. Examples of key assessments include DIBELS, NWEA, and MAP. A specific format is not required for the summary. Any presentations shared internally with staff and board members is appropriate. Coordinators are expected to review the data and prepare any questions to be discussed during interviews with the appropriate staff members.

School Quality Review Overview

Background

The School Quality Review (SQR) focuses on assessment of effectiveness of implementation around each domain. This process seeks to identify demonstrated evidence of described activities, rooted in key performance indicators tied to each domain. The SQR is based on a transparent, research-based criterion (found on page 19) that serve as the framework to understand the effectiveness of school practices. Information is gathered through focus groups and interviews with all stakeholders, as well as classroom observations.

Monitoring Team

MCPSC will contract with an external partner to lead the SQR. The external partner will identify an SQR Coordinator (coordinator) and at least two additional team members. MCPSC may also assign specific members to the team which may include a member of MCPSC staff and/or contracted consultants.

Structure

SQRs generally take place late September to late November and generally will be conducted over the course of two to three days depending on the size of the school and number of buildings. MCPSC will work with the school to determine the best day(s) for the visit. Proposed days should be normal school days (i.e. no schoolwide testing, field trips, or other events outside of the normal academic program conducted on the day(s) of the visit). While the MCPSC will work closely with the school to determine the best date(s), once the date has been confirmed, MCPSC considers it finalized, barring an emergency. Should an emergency arise, the school is responsible for contacting the MCPSC immediately to discuss remedies.

The SQR Coordinator will communicate with the school and introduce school leadership to this Protocol, including a list of required documents due no less than 30 days prior to the visit. The SQR Coordinator will create a list of interviewees and focus group types, including how much time is requested with each group or individual, and relay that information to the school's point of contact (POC). Upon receipt of the draft schedule, the coordinator will confirm all target individuals and groups are included, timing is adequate, and participants meet the minimum expectations. The SQR Coordinator will work with the school's POC to address any necessary changes before finalizing the schedule.

School Quality Review Methodology for Assignment of Implementation Level

Following a multi-tiered data collection effort, including but not limited to, document review, student data analysis, interviews, focus groups, and classroom observations; the SQR team will determine the level of implementation for each criterion. Definitions for each level of implementation are as follows:

- **Not Observed:** No evidence of knowledge, planning or implementation related to the indicator was present during the review.
- **Awareness:** Basic topical knowledge may be recognized; an understanding of the indicators may be evident but lacking any formal plan for implementation.
- **Developing:** Leadership is informed around the majority of the indicators; planning and implementation is in process.
- **Implementing:** Early stages of implementation and/or practice of the majority of indicators is evident; system integration is not yet fully realized.
- **Expertise:** Implementation and/or practice of the majority of indicators is evident; system integration is evident.

Report Format

Within six weeks after the visit, the SQR Coordinator will present a 12–15–page draft report to the Executive Director (or related title) and the Board Chair. Following the presentation of the report, the school will be given two weeks to coordinate the review of the draft report and offer any suggested changes for consideration. The school may request a follow up conversation and requested changes that are factual in nature will be made. Changes to language, findings, or other concerns will be considered but will be made at the discretion of MCPSC with feedback from the SQR Coordinator. Once the report is finalized, it will be sent to the Executive Director (or related title) and the board members. The school is responsible for determining who and how to share the information with the school community. The SQR is part of a school's renewal process, therefore the findings will be used to inform the renewal narrative requested by MCPSC. The final SQR report will be included in the school's annual report published on MCPSC's website as part of MCPSC's monitoring responsibilities. Any information obtained for the report and any conclusions reflected in the report may be used for future intervention at MCPSC's discretion.

Intervention

Any information prompting intervention will be communicated with the school within 10 days following the conclusion of the SQR. A detailed outline of next steps related to intervention will be provided to the school verbally and in writing.

Expectations of the SQR Coordinator

The Coordinator will:

- communicate with the school to determine the site visit dates,
- introduce school leadership to the SQR Protocol,
- provide a list of required documents due no less than 30 days prior to the visit,
- create a list of interviewees and focus group types, including how much time is requested with each group or individual, and relay that information to the school's POC,
- Upon receipt of the draft schedule, the Coordinator will confirm all target individuals and groups are included, timing is adequate, and participants meet the minimum expectations and work with the POC to address any necessary changes before finalizing the schedule.

The coordinator can expect that the school's point of contact (POC) will:

- facilitate the timely gathering of all required materials and ensure accuracy and quality of each document provided,
- provide additional information for the SQR team, if requested,
- ensure all relevant stakeholders are aware of the SQR and expectations,
- coordinate all timing for focus groups and interviews,
- provide a draft schedule to the Coordinator no less than 30 days prior to visit,
- ensure the Email to Staff in Appendix XX is shared with all staff,
- provide a space for the site visit team to gather, work, and collaborate privately and an adequate space for focus groups and,
- serve as contact to the team while on site to answer any questions or requests that may come up.

Description of Key Activities

Document Collection

All required documents will be scheduled in an online platform to be determined by the Coordinator. A school will be given a minimum window of 30 days for submission of all required documentation.

Focus Groups

Noting that charter schools often have different titles, roles, and structures, the Coordinator will work with each school to determine the necessary focus groups. It is the school's responsibility to gather a representative group from each category through an open invitation and to inform each participant of the time and place of the meeting. MCPSC expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. Focus group composition should ideally include 8-12 people, depending on the size of the school. Focus groups may be conducted virtually at the discretion of MCPSC. The chart below is solely an example of the types of focus groups that may be scheduled and related timing for each.

Focus Group Participants	Estimated Time
Teachers (Note: Multiple groups may be required based on grade levels served and the size of the school).	60 minutes
Students (Note: Multiple groups may be required based on grade levels served and the size of the school).	30 minutes
Families	45 minutes
Board Members	60 minutes

Interviews

Interviews may be conducted with individuals and/or all members of a specific group. Interviews may be conducted virtually at the discretion of the Coordinator and MCPSC. The chart below is solely an example of the types of interviews that may be scheduled and related timing for each.

Interview Participants	Estimated Time
Executive Director/Superintendent	45 minutes
School Leaders/Principals	45 minutes
Director Level Staff	45 minutes
Deans and Assistant Principals	45 minutes
SPED and ELL Coordinators	45 minutes
Curriculum and/or Data Coordinators	45 minutes
CMO/EMO Staff	45 minutes
Individual Teachers, Instructional Coach, Etc.	25 minutes

Classroom and Building Observations

Throughout the course of the two-day visit, members of the SQR team will be visiting classrooms, dropping into meetings as appropriate (grade level meetings, PLCs, etc.) and observing the general operations of the campus. It is expected that all staff are aware of the visit and that protocol is established for how a SQR team member shall enter a classroom. The purpose of classroom observations is not to evaluate the teacher individually, but rather to gather data across the whole school. All grade levels, subjects, and intervention groups will be included in classroom observations.

Data Analysis

Prior to the visit, the SQR Coordinator will review all data from key assessments, inclusive of trends across grade levels, student cohorts, and in comparison, and alignment within each other. Schools will be required to provide data in a variety of formats to be determined by the SQR coordinator. No data sets requiring additional work by the school will be required.

Description of Key Deliverables & Templates

Interview and Focus Group Notes

All interview and focus group notes taken must be provided upon request by MCPSC. Notes may be provided in raw form but clearly labeled to identify the contributing source. Under no circumstances should notes be shared directly with the school.

Classroom Observation Template

Each member of the team participating in classroom observations will be responsible for assigning a rubric rating for each criterion in Domain 1. The Coordinator will facilitate calibration of a final assignment of ratings and calculate the percentage of classrooms meeting each. It is highly recommended that the coordinator provide training to any new

monitoring team member to ensure understanding of how to use the rubric. Coordinators have full autonomy to define the preferred method for collecting data in a format conducive to the required reporting; however, a template has been provided in the resources and template section of this document that can be used. If the coordinator deviates from the provided template it is recommended that the template be correlated to the assigned rubric levels within Domain I of the report.

Summary of Classroom Observation and Criterion

A template for the summary of classroom observation and criterion is included in the resources and template section of this document. This template is intended to provide an 'At-a-Glance' overview of the visit for both MCPSC and the school.

Data Analysis

All provided data must be reviewed and analyzed by the Coordinator or designated team member. The analysis should be used to drive onsite activity and used as evidence. Any discrepancies and/or missing data as part of the school's assessment protocol must be reported. Data for interim assessments must be briefly reviewed for correlation to the MAP test. Further, performance at a subgroup level must be reviewed to identify important trends or gaps. All analysis must be summarized and available if requested by MPCSC. Relevant information will be reported out to the school as part of Domain 5.

Executive Summary

A short executive summary that includes the preliminary findings and one to two evidence claims for each dimension should be provided to MCPSC within five days of the visit. A template for the executive summary can be found in the resources and template section of this document. Any deviation from this format must be approved by MCPSC. If any changes are made to the findings during the finalization of the report and updated executive summary should be included in the final report.

School Quality Review Final Report

A final report, reflective of all individual criterion and an overall dimension rating, is due within four weeks of the site visit.

For each dimension, provide an overall rating based on the rubric. Then, **rephrase the guiding question for that dimension into a clear, evidence-based finding statement that aligns with the rating assigned.**

- The finding should summarize the school's performance in that area, not restate the question.
- The finding should address each area stated in the guiding question.
- Be consistent in tone, and avoid vague language, while ensuring each finding statement is directly aligned with your team's rating.
- This format allows the team the ability to separate out any strengths/weaknesses in the guiding questions in the overall finding.

Example using Dimension 1.1: Classroom Climate

“Do classroom interactions and organization ensure a classroom climate conducive to student learning?”

If the team determines the overall rating is “Developing” a possible finding could be:

Classroom interactions and organization are beginning to ensure a climate conducive to learning.

If the team determines the overall rating is “Expert” a possible finding could be:

Classroom interactions and organization ensure a classroom climate conducive to learning.

The rating and findings must be well supported with evidence in the form of strengths and opportunities.

A draft report should be reviewed by all team members prior to distribution to the school to ensure proper reflection of ratings and supporting evidence. A template to guide the compilation of the school quality review final report is included in the resources and template section of this document. The team must produce a focused report with focus on key strengths and opportunities and discerning only what is important and merits comment. It is recommended that a highlight of the report is presented to the leadership team during the post visit debrief.

Additional Resources

Sample Schedule

A SQR visit will be at least the equivalent of two full days. In some cases, a visit may be three days. The schedule below is a sample of how a two-day visit may be organized. Any interviews or focus groups determined to be virtual may be scheduled before or after the visit at the discretion of the SQR Coordinator and MCPSC.

Sample Schedule

Time	Team Leader	Team Member 1	Team Member 2	Team Member 3
7:30-8:00am	SQR Team Arrives; Morning Meeting			
8:00-9:00am	Interview with School Leader(s)			
9:00-10:00am	Interview with Deans and Assistant Principals		Classroom Observations	
10:00-10:30am	Student Focus Group (Grades 5-8)	Classroom Observations		Student Focus Group (Grades 5-8)
10:30-11:15am	Interview with SPED and ELL Coordinators	Classroom Observations	Student Focus Group (Grades 5-8)	Classroom Observations
11:15-12:00pm	Lunch on Campus			
12:00-1:00pm	Teacher Focus Group (Grades K-5)		Classroom Observations	
1:00-2:00pm	Interview with Director Level Staff	Classroom Observations		Interview with Director Level Staff
2:00-3:00pm	Family Focus Group (Grades K-5)	Classroom Observations	Family Focus Group (Grades K-5)	Classroom Observations
3:00-4:00pm	Interview with Curriculum and/or Data Coordinators			
4:00-5:00pm	Check-In with School Leadership			
5:00-6:00pm	Board Member Focus Group			

Interview and Focus Group Question Bank

A question bank included in the resources and template section of this document. Questions are organized by Domain in recognition of best practice strategies to collect information to address each criterion with the Domain. The coordinator may use professional judgement when identifying which questions to use and is not required to ask every question.

Key Assessment Data

Grade and cohort level summary reports for key assessments used to measure and inform student achievement must be provided. Examples of key assessments include DIBELS, NWEA, and MAP. A specific format is not required for the summary. Data does not need to be in presentation form; reports directly from the assessment system are appropriate.

School Quality Review Criterion Rubric

A complete rubric is included in the resources and template section of this document. This may be used as a tool to provide to team members but is not required to be completed in the format provide.

Intervention Overview

Background

Intervention is prompted to address new concerns, follow-up on previous findings, or any activity that prompts adaptation from the monitoring protocol timeline. When prompted, the details of the visit will be clearly articulated to the school for adequate preparation. Intervention visits will follow similar structure as an annual site visit reviews see pages 7-11 for a general understanding of the process. MCPSC will work with the school to discuss any variation from the stated protocol when scheduling the visit.

Structure

Intervention visits may take place at any point throughout the school year. MCPSC will work with the school to determine the best day(s) for the visit. Proposed days should be normal school days (i.e. no schoolwide testing, field trips, or other events outside of the normal academic program conducted on the day(s) of the visit). While the MCPSC will work closely with the school to determine the best date(s), once the date has been confirmed, MCPSC considers it finalized, barring an emergency. Should an emergency arise, the school is responsible for contacting the MCPSC immediately to discuss remedies.

Monitoring Team

Team members will be determined at the discretion of MCPSC and may include members of MCPSC staff and/or contracted consultants.

Report Format

While there is no official report format due to the individualization of each Intervention visit, written communication will be provided as relevant.

School Quality Criterion

Domain 1: Instruction

(During a site visit this domain will be assessed through focus groups and interviews while during a school quality review this domain will be assessed using classroom observations as well).

Dimension 1.1: Classroom Climate

Do classroom interactions and organization ensure a classroom climate conducive to student learning?

Criterion 1.1.1 Behavioral expectations are clear, equitable, and understood by students.

- Specific, concrete, sequential, and observable directions for behavior are clearly communicated to students.
- Teachers provide consistent acknowledgement of positive behavior and concrete consequences for misbehavior.
- Students behave according to rules and expectations, hold one another accountable, and acknowledge redirection.
- Behavioral expectations are appropriate for student age and adapted as needed for individual students needing more support.

Criterion 1.1.2 Classroom environment is structured to maximize learning time.

- Teachers are prepared for their lessons.
- Norms and routines support efficient transitions.
- Teachers explain task, purpose, and expectations clearly.
- Classroom is organized with suitable space for various activities.
- Teachers use professional judgement for real-time adaptation of the plan to meet student interests and needs.
- Students who lose focus are immediately redirected in a way that does not slow or disrupt the lesson momentum.

Criterion 1.1.3 Classroom interactions are cooperative, and student centered.

- Teachers are aware of and respond to students' learning and emotional needs.
- Interactions are respectful, caring, and supportive.
- Students are collaborative and focused.
- Environment encourages risk taking in discussion and/or student work.
- Classroom norms and routines foster a sense of belonging and community.

Dimension 1.2: Purposeful Teaching

Is classroom instruction intentional, engaging, and challenging for all students?

Criterion 1.2.1 Instructional strategies and materials support students with different needs.

- Differentiation of instruction is planned for and utilized to reach all modes of learning for individual students.
- Learning tasks provide students with choices and opportunities for self-directed learning.
- Appropriately demanding instructional materials, such as texts, questions, problems, exercises, and assessments are utilized.
- Necessary scaffolds and supports are provided as needed to ensure all students are able to attain learning goals.
- Teachers demonstrate knowledge of individual students' needs.

Criterion 1.2.2 All students are engaged in learning.

- Students engage with teachers and peers in extended, content-focused discussions, and/or work to complete the lesson activity independently or in groups.
- Students persevere and demonstrate stamina while engaged in the work of the lesson.
- The majority of students are engaged in the work of the lesson.
- Students at varied levels of understanding are given opportunities to engage in the content.
- Students know how to and seek help.

Criterion 1.2.3 Instruction requires all students to apply higher order thinking skills, including problem solving and critical thinking.

- Students are engaged in rigorous, challenging tasks that require skills such as analysis, interpretation, application, and synthesis –not just summary or recall.
- Lessons are facilitated in a way that allows for student investigation of open-ended problems and situations.
- Students ask meaningful questions related to the lesson's objective and/or content.
- Teacher facilitation requires students to look beyond what is explicitly stated in source material for answers.
- Students explain their thinking and build on their own and others' thoughts.

Dimension 1.3: In-class Assessment & Feedback

Do teachers regularly assess and support students' progress toward mastery of key skills and concepts?

Criterion 1.3.1 In-class assessment strategies reveal students' thinking about learning goals.

- Teachers use timely and relevant informal and formal assessment to gauge students' prior knowledge and understanding and progress towards clear learning goals.
- Students have the opportunity to demonstrate their understanding of the learning goals through varied methods.
- Assessments support student awareness of their progress toward learning goals.

Criterion 1.3.2 Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.

- Feedback tells students where they are in relation to the lesson goal(s), clarifies misunderstandings, and/or provides specific guidance regarding improvement.
- Teachers provide models and assessment tools (e.g., rubrics, exemplars, etc.) to focus feedback and assessment on essential skills and knowledge.
- Students revise their work/thinking in response to teacher or peer feedback.
- Teachers give students clear, descriptive, criterion-based feedback.

Domain 2: Students' Opportunities to Learn

Dimension 2.1: Students' Learning Supports

Does the school identify and support learning and behavioral needs of all?

Criterion 2.1.1 The school has formalized procedures for identifying students needing additional support and systematically monitors student progress and program effectiveness.

- The protocol to assess and identify diverse student academic and behavioral needs is transparent and understood by all stakeholders.
- Staff collaborate to monitor academic and behavior risk-indicator data on students.
- Program protocols are monitored to ensure timely identification of students needing additional tiered support.
- Teachers effectively use tracking tools for referral tracking needs.

Criterion 2.1.2 Students move along a continuum of supports according to identified progress or needs.

- School provides basic in-class preventions and support to ensure academic growth and positive behavior for all students.
- School provides struggling students with research-based programming to remediate gaps.
- A clear Response to Intervention (RTI) is in place to identify tiered intervention placement needs for both behavioral and academic needs.

Criterion 2.1.3 The school provides appropriate support for students qualifying for an IEP or 504 Plan and/or English Language services.

- School implements specific, targeted academic and behavioral supports or interventions for identified special education and English language learner students.
- Qualified support staff deliver the support for ELL students or students with special needs.
- School monitors SPED and ELL students' progress toward academic and behavioral goals and adapts intervention as needed.
- Teachers have access to all necessary, internal and external, support services for students.
- Students are progressing out of IEP and ELL plans.

Dimension 2.2: School Climate and Culture

Does the school have a safe, supportive learning environment that reflects high expectations for all students?

Criterion 2.2.1 The school holds high expectations for academic learning.

- School recognizes and celebrates students' academic success against normed academic targets.
- Students report they want and are supported to do their best at all times.
- All stakeholders are held accountable for progress toward rigorous academic expectations for all students.
- School promotes and supports student ownership in achievement of academic goals.
- Persistence of students to get correct, defended responses, is promoted.

Criterion 2.2.2 The school provides a safe and orderly learning environment that supports fulfillment of the educational goals.

- Physical space is clean, orderly, and is physically and emotionally safe for students.
- Public spaces have adequate and intentional supervision and adult support.
- Students and staff indicate they believe school rules are fairly and consistently enforced and generally students report feeling safe from bullying, teasing, and harassment.
- School uses data to identify trends and address them, as necessary, as part of a continuous improvement process.
- Teachers, students, and families know how to access board policies related to safe and orderly learning environments and appropriate grievance procedures are in place.
- Reported incidences of physical violence, aggression, bullying, teasing, or harassment are handled through clear and consistent protocol.

Criterion 2.2.3 The school provides opportunities for students to form positive relationships with peers and adults in the schools.

- Programs and supports develop students' social and emotional awareness skills and are rooted in schoolwide SEL goals.
- School provides opportunities for students to seek support for academic and social challenges.
- School provides opportunities for students to engage in positive social group activities.
- Students report adults and peers at the school try to get to know them and care about their learning.
- Students have access to resources to support individualized non-academic needs.

Criterion 2.2.4 The school engages families in cultivating a culture of high expectations and support of students' learning.

- School provides a welcoming environment and opportunities for families to engage with the school (e.g. volunteering, attending performances, sports events, etc.) and regularly solicits their input.
- School offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning.
- Educators communicate with parents/guardians about instructional programs and students' academic progress.
- School builds parent/guardian understanding and knowledge around assessments and key components of the educational model, their student's performance, and the school's performance.
- School has articulated and parents are knowledgeable about how to solve problems between the family and the school.
- Evidence of parent engagement and/or adaptive efforts for engagement.

Domain 3: Empowered Educators

Dimension 3.1: Educators' Learning Supports

Does the school design professional development and collaborative structures to sustain a focus on instructional improvement?

Criterion 3.1.1 Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.

- PD aligns to data-driven organizational goals, model key design elements, curriculum, and school mission.
- PD is informed by ongoing analysis of student performance, instructional data, and educator learning needs as informed by the evaluation system.
- Schoolwide PD and individualized educator learning needs are adequately resourced through the board approved school budget.
- Effectiveness of PD is gathered, studied against student achievement, and reported out at all levels to ensure a relevant, active, and sustained strategy is in place.
- Board members and school leadership participate in formal and informal professional learning, including their own leadership development.

Criterion 3.1.2 Infrastructure allowing educators to collaborate regularly around effective instruction and students' academic performance is evident.

- Educators meet frequently during regularly scheduled uninterrupted times (e.g. staff, department, grade level meeting times).
- Educators' collaborative meetings have a clear and persistent focus on improving student learning and academic outcomes.
- Teachers and leaders have the opportunity to discuss their own instructional practice, observe effective instruction, actively pursue feedback from colleagues, and practice new teaching strategies without negative implications.
- Necessary supportive resources, inclusive of adequate staff for coverage, is evident in the school budget.

Dimension 3.2: Professional Working Climate

Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

Criterion 3.2.1 Educators' mindsets and beliefs reflect shared commitments to students' learning.

- Educators convey a shared commitment and collective responsibility to the learning of all students.
- Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals and tasks.

Criterion 3.2.2 The school reflects a safe, trustworthy, and growth-oriented professional climate.

- Leadership model conveys well-defined beliefs about teaching and learning, value for innovation, learning from mistakes, and risk taking.
- Educators describe norms for sharing data and shared accountability around solving instructional problems.
- Educators convey they are willing to share and discuss their own instructional practice, seek and accept feedback, and collectively experiment with new teaching strategies.
- Educators describe colleagues and administrators as open, honest, competent, well-intentioned, caring, and reliable.

Dimension 3.3: Instructional Leadership

Is there an established foundation, inclusive of processes, programs, and resources, to support high-quality-teaching and learning?

Criterion 3.3.1 A vision aligned to students' long-term success with clear goals to meet that vision is established.

- An academic vision with a relentless commitment to closing the achievement gap and preparing all students for future success is evident.
- Rigorous, measurable, and timely academic goals and interim milestones that are aligned across the school's improvement efforts are established and well understood by all stakeholders.
- All initiatives are aligned to the established school priorities.
- The academic program is routinely evaluated using data to monitor progress toward goals.

Criterion 3.1.2 The school has a coherent, comprehensive, and aligned curriculum.

- The curriculum includes essential content and skills for all students to learn at each grade level and is mapped across the year with adequate time allocated to teach it.
- Assessments are high-quality and aligned to both State standards and the school's educational model.
- Curriculum, instruction, and assessments are aligned.
- Curriculum is aligned vertically between grades and horizontally across classrooms at the same grade level.
- Instructional plans are monitored for alignment with the curricular program.
- The impact of the curriculum is regularly evaluated and adapted as necessary.

Criterion 3.1.3 A formal process of teacher evaluation is in place to evaluate and address areas of growth while holding staff accountable to high expectations.

- Multiple data sources, such as classroom observations, student achievement data, peer feedback, and self-reflection, are integrated into the protocol.
- Clear and specific criteria for evaluation, focused on the facilitation of student growth and addressing student needs, is clearly communicated to all staff.
- Stakeholders report the protocol is fair, reliable, growth-oriented, and aligned with the school's educational goals.
- Evaluation protocol effectively identifies and addresses persistently low-performing staff members and drives decision-making on contract renewals.
- Frequency and timing of protocol is clear and adhered to with fidelity.
- Retention of staff is routinely tracked against exit survey data, effectiveness, and other reported metrics.

Criterion 3.1.4 A school-wide data culture is evident.

- Teachers have easy access to current and accurate student and instructional data and use it to drive instruction.
- Interim assessment data on student performance is regularly and consistently collected, analyzed, and made available to all stakeholders.
- Data is translated to promote transparency and assist in the understanding by students, parents, and community.
- Board is provided with comprehensive and reliable datasets that are meaningful and actionable.
- Results from interim and summative assessments are used to identify students in need of remediation or acceleration and assign student support.
- Assessment systems are rigorous, scheduled, and actionable.
- Student grade reports are reflective of both mastery and effort and deliver an accurate indication of student performance.

Domain 4: Organizational Infrastructure and Viability

Dimension 4.1: Organizational Effectiveness and Sustainability

Are intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization in place?

Criterion 4.1.1 Effective communication and inclusive, transparent decision making across the organization is evident.

- Communications among all stakeholder groups are constructive, supportive, and respectful.
- Communications between leadership and staff are fluid, frequent, and open.
- Diverse perspectives from all relevant stakeholders are considered in the planning and implementation of school policy, including consideration of the potential impact on all affected groups.
- Staff have opportunities to provide input on important decisions in a timely manner, allowing for adjustments as needed.
- Criteria being used to evaluate options for key decisions is evaluated for potential bias and clearly communicated and shared with a diverse group of stakeholders.

Criterion 4.1.2 Systems are in place to recruit and retain effective teachers and staff.

- Pipelines for teacher recruitment engage a wide community to leverage candidate pools offering diverse and varied backgrounds and experiences.
- Systems support the recruitment and hiring of teachers with commitment to, and competence in, the school's core beliefs, philosophy, design, and instructional framework.
- Strategies and career pathways are in place to grow and retain effective teachers. Robust onboarding, including mentorship, clear expectations, and support systems to ease transition is in place.
- Protocol is evaluated against key data points, such as survey or retention data, and adapted to address identified challenges and opportunities.
- Evaluation protocol drives action, inclusive of dismissal of staff not meeting performance standards.
- Board is knowledgeable and supportive of staff retention and needs.

Criterion 4.1.3 Sound financial and operational systems and processes are established.

- The organizational structure supports essential school functions (i.e. food services, transportation, and school facilities) with all providers being managed in an effective manner minimizing financial burdens.
- Roles and responsibilities of all individuals are clearly defined, delineated and understood by all stakeholders.
- School leaders target resources toward the school's instructional framework and goals, with adjustments made in accordance with needs of students
- Systems are monitored for implementation with fidelity as part of the process for solution development.
- Board has evidence that the level of resources committed to student learning and related programs is commensurate with expectations to improve outcomes.

Criterion 4.1.4 Student recruitment and retention efforts are effective in meeting enrollment targets.

- Student recruitment and retention plan includes and deploys deliberate, specific strategies to ensure the ongoing provision of fairness before, during, and after enrollment.
- Marketing strategies reach all families and eliminate barriers to program access.
- School understands community priorities and seeks to positively influence its reputation among the broader community.
- Marketing efforts are measured against application and enrollment targets and routinely adapted as needed to maximize effectiveness.

Dimension 4.2: Governance

Does the Board provide competent and appropriate governance to ensure the success and sustainability of the school?

Criterion 4.2.1 The Board provides strong oversight over the effectiveness of the academic program.

- Board describes priorities that are aligned with the school's mission and focus on preparing all students for future success.
- Board conveys appropriate knowledge of academic and behavioral performance of the full range of students in the school.
- Board describes school progress against accountability goals and strategic priorities based on a regular, data-based benchmarking process.
- Board systems and structures ensure questioning, scrutiny, and deliberation regarding academic performance, and monitor leadership efforts to address performance gaps.
- Board has high-functioning committees that meet regularly to provide analysis, work products and recommendations for action.
- Board owns its stake in a collective responsibility for student achievement and success.

Criterion 4.2.2 The Board provides strong financial oversight.

- Board reviews and approves the annual budget and regularly monitors actual performance against the budget.
- A clear definition of sustainability is well understood by all stakeholders and sufficient resources are allocated for effective administration.
- Board has systems and structures that ensure questioning, scrutiny, and deliberation regarding financial performance, and monitors leadership efforts to ensure financial health.
- Board has identified financial risks and developed contingency plans to ensure resources will be available to meet students' needs for the next three years.
- Financial reports clearly present current and future financial health and can be used to drive decision-making.

Criterion 4.2.3 The Board maintains effective governance practices (rather than management) to ensure organizational viability.

- Board systematically recruits, supports, and assesses the school leaders. Board establishes a productive partnership with school leaders while clearly differentiating governance from management; school leaders hold responsibility for the day-to-day school operations, processes and programs (management).
- Board establishes productive, active partnerships. Board understands charter school policies, especially related to student access, accountability and autonomy.
- Board engages in periodic self-assessment, inclusive of policy review, and reflects on its role across all domains.
- Board actively uses inclusive practices in the development of all policies and outcome measures.

Criterion 4.2.4 The Board drives strategic vision and long-term priorities for achieving the mission and vision.

- Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages, and outreach methods.
- Board engages in strategic planning with the school leader.
- Board engages with the Commission staff to understand its performance.
- Board engages in strategic and continuous improvement planning by setting, and regularly monitoring, progress relative to goals/priorities.
- Board engages in succession planning for itself and for management.

Dimension 4.3: Network Collaboration and Support

Does the network provide competent and appropriate management of the school?

Criterion 4.3.1 The ESP/CMO provides valuable and effective operational support.

- An appropriate working relationship between the governing board, school leadership, and the ESP/CMO is evident and understood by all stakeholders.
- The ESP/CMO provides operational support aligned with the mission and vision of the school and all performance goals.
- The Board conducts an annual evaluation of the ESP/CMO against clear performance criteria, including term sheet, accountability to achieving contract goals.
- ESP/CMO has an evaluation protocol in place to determine if school meets the conditions to be in network.

Domain 5: Faithfulness to Charter

Dimension 5.1: Mission Alignment

Does the school implement key design elements outlined in its charter?

Criteria 5.1.1 Operations are in alignment with its mission as stated in its charter.

- Day-to-day activities and projects are aligned to the school mission.
- Decision-making and resource allocation is prioritized to best support mission aligned stated goals and values.
- All key performance indicators, goals, and objectives are directly tied to achieving the mission.
- Employees at all levels, including board members, can articulate the mission and vision.

Criteria 5.1.2 The school has fully implemented the educational model in the approved charter.

- Day-to-day activities and projects are reflective of the academic model.
- Elements of the model are observable throughout the school.
- Employees at all levels can articulate the educational model and readily connect key activities and processes to it.
- Students, families, and external stakeholders can articulate key attributes of the model.

Dimension 5.2: Student Performance

Does the charter deliver on the promise of a high-quality education?

Criteria 5.2.1 Success for all students can be demonstrated.

- Student cohort data illustrate positive trends towards proficiency, with average growth of one year or more.
- Student growth is measured against accelerated growth targets with focus on closing academic gaps.
- Board sets ambitious but realistic annual goals for improving student outcomes; benchmarked to high achieving schools.
- Board has specific achievement goals for non-academic student success (i.e. social, emotional, citizenship, work readiness, etc.)
- Board is aware of gaps in outcomes between student groups; asks questions about these gaps, and tracks efforts to close the gaps.

Acknowledgements

The Compliance and Quality Monitoring Protocol (Protocol) is based in part on the successful charter school program built by the Massachusetts Department of Elementary and Secondary Education (DOE). MCPSC extends its gratitude to the Massachusetts DOE for the use of its materials. The MCPSC Compliance and Quality Monitoring Protocol also contains elements of the School Quality Review (SQR) framework developed by SchoolWorks, which is a process that educators can use to understand and explain how well schools are working to educate students. The SQR is based on a transparent, research-based set of standards that serve as the framework to understand the effectiveness of school practices.

Resources & Templates

Links to Resources & Templates:

- [School Compliance Checklist](#)
- [Email to Staff Site Visit or SQR- What to Expect](#)
- [Interview and Focus Group Question Bank](#)
- [Site Visit Report Template](#)
- [Classroom Observation Tool](#)
- [SQR Criterion Rubric](#)
- [Summary of Classroom Observation Data and Criterion](#)
- [SQR Executive Summary Template](#)
- [SQR Report Template](#)